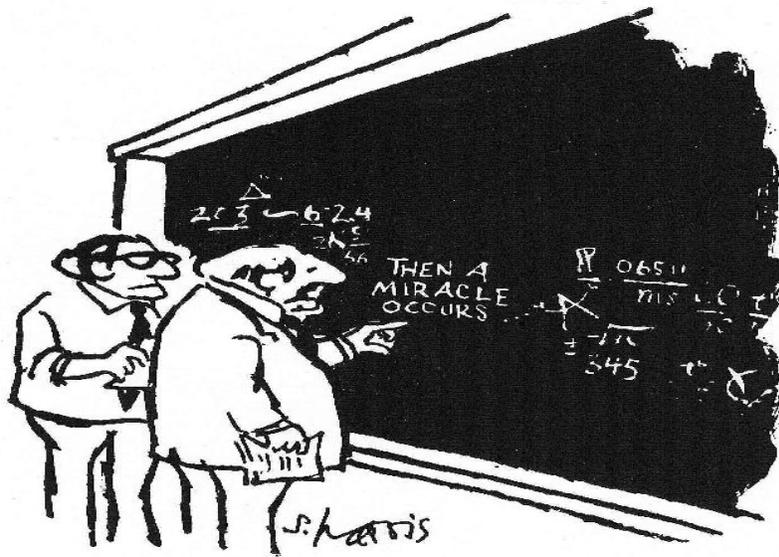


CASL Point #1: It is a SYSTEMS Approach...not a 'Pick and Choose' Menu of Activities

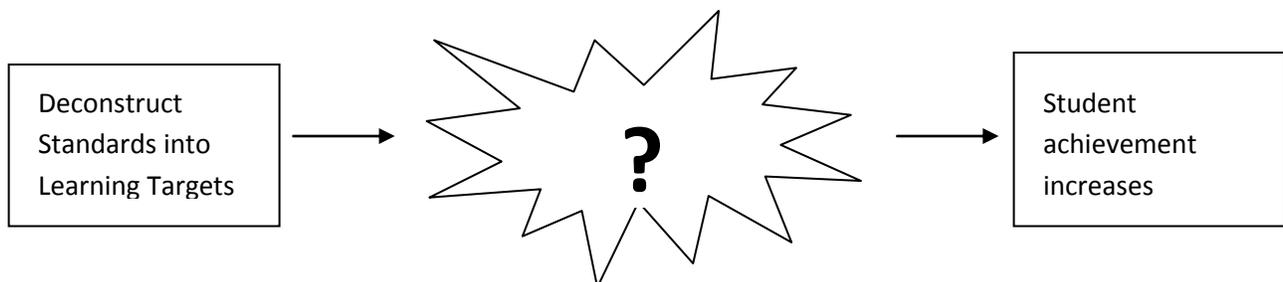
The Assessment Training Institute's *Classroom Assessment for Student Learning* (CASL) materials have been carefully selected to be the foundation of building classroom assessment literacy and skill throughout the Commonwealth as implementation of Senate Bill 1 (2009) is brought to scale. The CASL framework is built on the wealth of knowledge and research that shows that, as a **SYSTEM**, there are some key practices that will improve student learning and motivation. Assessment Training Institute experts have honed the CASL framework over some 15+ years to ensure that, if implemented with **FIDELITY (i.e., all components, within a learning team approach)**, great things happen for both students and teachers in their classrooms. Additionally, the CASL framework/text provides a common 'language'—otherwise we continue to use different terms in different ways, creating disconnects, mistrust, and conveying a disjointed message from KDE.

Have you ever seen this cartoon?



"I think you should be more explicit here in step 2."

Let's use it to make an analogy to having teachers do just ONE component of the CASL system—say, deconstruct standards into learning targets, with the expectation that student achievement improves:



Have we given them (teachers and students) enough to *REALLY* get the expected outcome? If the only task that is being emphasized is creating learning targets, will everyone come to a **common understanding** of what goes in the "?" box?

LEARNING TEAMS—true, ongoing, professional learning teams—using the CASL text as the 'instructor' or 'expert', is the way to ensure educators have the knowledge and skills to effectively improve their practice to increase student achievement so that they do **not** need a 'miracle.'